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ABSTRACT

A report to the President of the State University of New York College At Old Westbury by the Enrollment Planning Committee is presented. Ten important recommendations include: convince the local guidance community of Old Westbury's direction and quality education; investigate a computerized student inquiry tracking system; initiate a computerized degree audit; assign each faculty member specific advisees, preferably in the same or a related discipline; and establish program by program articulation agreements and course by course equivalencies. Twelve sections are as follows: admissions (increasing enrollments, inquiry tracking system, feeder secondary schools and two-year colleges, program-specific recruitment, ethnic and cultural diversity, out-of-area recruitment, and communications with admissions office); public relations/publication; student retention; counseling/advising (earlier enrollment process, academic advising for transfer students, articulation agreements, FTC and lower division transfer students, and degree audit); faculty departments (enrollments by programs, summer school, graduate programs, and continuing education); alumni affairs; placement; housing/residential life; financial aid; institutional research; development; and orientation/registration systems. A copy of the charge to the enrollment planning committee and a bibliography that contains 14 references is appended. (SM)

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STATE UNIVERSITY COLLEGE AT OLD WESTBURY
OLD WESTBURY, NEW YORK

REPORT TO PRESIDENT L. EUDORA PETTIGREW

1988 ENROLLMENT PLAN

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SUBMITTED BY
THE ENROLLMENT PLANNING COMMITTEE
DECEMBER 1988

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STATE UNIVERSITY COLLEGE AT OLD WESTBURY

OLD WESTBURY, NEW YORK

Ann A. Weeks

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1988 ENROLLMENT PLAN

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DECEMBER 1988

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BACKGROUND

In Spring 1985, SUNY Central Administration directed the campuses to set up Enrollment Management teams to discover and implement more intensive and effective recruitment practices. Each team was to include the senior officers and heads of departments involved in recruitment and enrollment processes, e.g., admissions, academic affairs, budget, bursar, college relations, EOP, financial aid, registrar, and student development.

The creation of a new Enrollment Management Team at Old Westbury in the Fall of 1985 addressed one of the highest campus priorities - that of coordinating resources, policies, and procedures for the recruitment, registration, and retention of students. In Spring 1988, Dr. Pettigrew reaffirmed a commitment to enrollment management by establishing an Enrollment Planning Committee which was composed of the following members:

Barry Armandi.....	Business & Management
Sherri Coe-Perkins.....	Student Development
Emilia Doyaga.....	Comparative Humanities
Harley Flack.....	Academic Affairs
Evelyn Garrity.....	Academic Affairs
Robert Hoyte.....	Chemistry & Physics
Gloria Kunen.....	American Studies
Peter Kwong.....	Politics, Economics & Society
Robert McVeigh.....	Office of the President
Claire Meirowitz.....	Public Relations
Runi Mukherji.....	Psychology
Marifeli Perezstable.....	Politics, Economics & Society
Jose Sanchez.....	Politics, Economics & Society
Michael Sheehy.....	Admissions
Ann Weeks, Chairperson.....	Institutional Research/Planning
Ronald Welton.....	Registrar
Carol Wurster.....	Institutional Research

Dr. Pettigrew presented this Committee with an enrollment charge (see Appendix A) and requested that an Enrollment Plan be developed for the College by Fall 1988. This document is that Enrollment Plan.

The Committee deeply regrets that this report will be submitted at a time of extreme fiscal exigency because many of the recommended strategies require additional personnel or financial resources. However, the Committee also felt that, despite this, an Enrollment Plan should detail what ought to be done to perfect enrollment management. Hopefully, resources will again become available in the not-too-distant future. Until

then, the strategies requiring modest or no financial expenditures could be implemented.

Recognizing that planning is a continually adaptive process, the Committee views this plan not as cast in concrete but as being constantly modified by existing conditions. The time sequence envisioned for initiating the stated recommendations is from zero to two years. In the Committee's opinion, longer-range plans should await a reexamination of the mission and should emanate from a Long-Range College Plan.

At the request of the President, the Committee has identified ten recommendations which it feels are most important for initiation in the immediate year:

1. Require every program to produce by March a standardized, one-page sheet detailing requirements for each major in a clear, easy-to-understand format. Include whether courses will be offered in the fall or spring and day or evening.

2. Convince the local guidance community of Old Westbury's direction and quality education. Host a dinner for them.

3. Assign a compensated faculty representative from each program/department to be on campus at least one day a week during the summer so that registration may be continuous.

4. Investigate a computerized student inquiry tracking system.

5. Assign each faculty member specific advisees, preferably in the same or a related discipline. Communicate the advisors names to all matriculated students as early as possible in the semester.

6. Study the feasibility of two summer sessions - one that high school students can attend. Expand course offerings. Publish the summer school schedule very early in the spring semester.

7. Initiate a computerized degree audit.

8. Establish program by program articulation agreements and course by course equivalencies.

9. Apply to SUNY and the State Education Department for a change in mission so Old Westbury can offer graduate degrees. Initiate work on them.

10. Produce the Old Westbury video for Long Island junior and senior high schools and select up-state and out-of-state high schools (can probably be done in-house for less than $1,000.)

INTRODUCTION

The research literature concurs that enrollment management should begin with the college mission. As communicated in the 1987-89 catalogue, the College at Old Westbury has three missions: 1) to offer diversified programs in liberal arts and career-oriented studies appropriate to the needs of the region; 2) to place special emphasis on education for a diverse student body, including older students, economically disadvantaged students, and persons from a variety of racial, cultural and ethnic backgrounds; and 3) to be especially reponsive to the needs of Long Island two-year college transfer students by offering programs of study at the upper division level.

After beginning with the institutional mission, enrollment planning logically proceeds to a scanning of the external and internal environments to ascertain resources and problems. The external environment for the College at Old Westbury (a part of the SUNY system) is Long Island where Old Westbury is the only four-year public arts and sciences institution of higher learning serving both Nassau and Suffolk Counties. It has carved a particular niche serving African/American students from New York City and Long Island, returning mature women from Nassau County, and transfer students from Nassau Community College, Suffolk Community College and Farmingdale. Spiraling tuition costs of private schools have increased the attractiveness of Old Westbury's low-costs even within a prosperous area.

External problems that confront the campus include: competition from 17 other campuses on Long Island; declining personnel and fiscal resources due to state financial difficulties; demographic declines in traditional college age populations until the mid 1990s; and an historical image in the community of being a poor people's college, a minority college, or just unknown. This latter has begun to turn around with the President's efforts to reach out to the community and her promotion of Old Westbury as the "College of the 21st Century".

An internal environmental assessment shows the College has many strengths including: its outstanding faculty devoted to teaching; popular business, teaching and computer science programs; $2 million in grants; the opportunity for undergraduate research; small classes; outstanding alumni; up-to-date science facilities; proximity to NYC; and 600 beautiful acres on prime Nassau County land. Internal problems for the College can best be determined by reading this report.

The most important factor influencing student attraction and recruitment is an institution's reputation. For many institutions (including Old Westbury), reputation is achieved largely through word-of-mouth. Every communication between

members of the university and the general public has the potential for positively or negatively marketing the institution. Satisfied students tend to convey their satisfaction to three or four other people while dissatisfied students are likely to spread their tales of woe to eleven others.

The institutional climate which influences undergraduate student satisfaction and retention is in reality the product of all that takes place within the institution. All contacts of faculty, academic departments, student services, support services, and other staff with students may influence their perceived satisfaction with the institution.

Therefore, while it may not seem as exciting as creating something new and dramatic, it is important to inspire staff members with the understanding that a thousand things done a tiny bit better are what really add to excellence. Current programs must be continually reevaluated and improved while new programs must be implemented with distinction lest the result be the opposite of what is desired. As Forrest (1982) has stated, "The College should aim to project an image of prestige based on its ability to increase student competence to function effectively in adult society after graduation." (p.46)

Any of several different frameworks could have been chosen as a backbone for this Enrollment Plan. The framework selected was identified by Ray Muston in his 1985 book, Marketing and Enrollment Management in State Universities (p.26-27). It consists of twelve traditional, specialized functions which have an integrated role in a comprehensive enrollment management system. Muston has performed extensive research and work in the field of enrollment management, especially as it relates to public higher education.

I. ADMISSIONS

A. OBJECTIVE

To increase enrollments through improved recruitment techniques and enhanced services to students.

RATIONALE

The most sincere recruiters are students, graduates, faculty, and staff of the institution being marketed. To use this talent to best advantage, a Student Admission Corps (consisting of select upperclasspersons), the Alumni Association, choice faculty, and Student Activities and Financial Aid personnel should be trained. Wherever possible, their activities should be directed toward personal contacts.

To increase the number of commuter African/American students, activities should be increased between Old Westbury and high schools with large ethnic populations. Recruitment activities should be intensified in Long Island communities with large minority populations. Project Turning Point members could be used to recruit in Hispanic communities.

To increase the number of transfer students, transfer counselors at two-year colleges should be courted. Recruitment should be instituted at two-year institutions which have not been previously visited.

Strengthening selected direct student services will enhance the marketability of the campus community. Applicants and their parents are interested in support services and the programs which institutions provide to better ensure opportunities for academic success and personal development. When viable, such services and programs have the additional value of aiding in student retention.

Successful institutional recruitment activities should involve others in the campus besides Admissions Office professionals. In marketing the strengths and attractiveness of matriculation at Old Westbury, consitituent groups within Student Affairs may be mobilized formally to collaborate with Admissions personnel in increasing the conversion ratios between numbers of prospects and completed applicants and between numbers of accepted applicants and enrollees. (Such efforts may be expanded further by involving alumni and faculty in recruitment activities.)

RECOMMENDATIONS

1. Host the County College Fair.

2. Convince the local guidance community of Old Westbury's direction and quality education. Host a dinner for them.

3. Court transfer counselors at two-year colleges.

4. Recruit in high schools with large ethnic populations and in Long Island communities with large minority populations.

5. Use appropriate and ethnically diverse, upper-division students, alumni, faculty, and staff members to recruit.

6. Make it very easy for prospective students to find their way around campus by placing numerous, attractive signs detailing directions and building names at strategic locations.

6. Use Student Activities and Financial Aid staff members to provide information at recruitment activities.

7. Personalize the admissions process through phonathons, postcards, etc.

8. Invite the LI Minority Educators Association for conferences and meals. Waive the fee for them to meet here.

9. Use Hispanic students, faculty, and alumni to reach Hispanic parents and the Hispanic community. Use Project Turning Point to help recruit students.

10. For spring, recruit rollovers, incomplete applications, transfers.

11. Publicize extended office hours, especially to evening and/or part-time student applicants.

12. Promote specific services and programs among target recruitment groups (e.g. the Basic Education Program; the Counseling and Career Planning Office; the Educational Opportunity Program; inter-collegiate athletics; student clubs and organizations; Women's Center; etc.)

13. Organize a "Student Admissions Corps" composed of carefully selected, trained and supervised, successful upperclass-persons (who reflect the demographic diversity of the student body) to volunteer for phonathons, conduct campus tours and special off-campus outreach activities.

14. Utilize members of the Parent/Family Association in recruitment activities involving parents of prospects and applicants.

16. Incorporate special informational workshops for parents of prospects and applicants in open house events.

B. OBJECTIVE

To increase enrollments through the establishment of an inquiry tracking (student prospect) system.

RATIONALE

In order to expand enrollments, it is necessary to increase the number of inquirers who become applicants and the number of applicants who become enrollees. Accomplishing this requires a tracking system which can communicate effectively with each stage in the "admissions tunnel."

Prospective students should be tracked from their first inquiry through registration (and ideally, to alumni status) with pertinent communications mailed at appropriate times. Inquiries should automatically trigger a lead piece, which is an overview of the College and asks what further information the student would like. This should be followed by a viewbook with an application packet. Acceptance of the student should trigger a welcoming letter from the Admissions Office, a congratulatory letter from the President, and an invitation to visit the campus from the faculty. If a mainframe turnkey operation is instituted, the proper labels will be automatically generated every morning.

Besides being essential for direct mail marketing, an inquiry processing system will be essential for accomplishing enrollment projections by major. Targeting enrollments by major will require that all programs have follow-through letters and printed materials.

RECOMMENDATIONS

1. Obtain a mainframe software inquiry tracking (student prospect) system.

2. Assign a staff member to process and track inquiries.

3. Provide the necessary materials (promotional pieces, follow-up letters, brochures, etc.) to support this process.

4. Follow mailings to students with letters to their parents.

5. Develop information packages for each major or concentration for follow-up.

C. OBJECTIVE

To establish feeder high schools and increase/strengthen two-year feeder colleges.

RATIONALE

Demographic information indicates that the number of high school graduates will decrease 24% in Nassau County from now until 1994. This underscores the necessity for strengthening ties with secondary schools to insure that Old Westbury will continue to maintain and improve the percentage of first-time-to-college students in its applicant pool each year. Also important is increasing and strengthening two-year colleges as feeder colleges since the population decline will be affecting that group in two years.

RECOMMENDATIONS

1. Increase contacts with the guidance community through more visitations as well as through hosting meetings and workshops on campus.

2. Increase Old Westbury faculty-to-faculty high school and community college contacts and involvement.

3. Invite high ability high school seniors and juniors for academic courses.

4. Devise a conditional, early-entry status for high school students.

5. Determine the needs of teachers on sabbaticals (contact Boards of Ed). Use these teachers as a link to their high schools.

6. Increase activities between Old Westbury and high schools with large ethnic populations.

7. Arrange tours of the campus with whole senior classes on a school day with their guidance staff and parents accompanying them as near-by colleges do.

8. Inform students about Basic Education programs to encourage motivated but academically weak students.

9. Treat two-year colleges, such as Nassau, Suffolk, and Farmingdale as feeder colleges.

D. OBJECTIVE

To promote program-specific recruitment targeting.

RATIONALE

A large number of first-time students declare themselves to be Business, Computer Science or "pre-med" majors and immediately register for courses that appear to be relevant to these majors. This has often led to attrition because students were enrolled in courses which were unsuitable given their preparation, abilities, and interests. It has also overburdened specific courses within majors at the lower levels which do not convert into upper level registrations.

Although General Education distribution requirements and more intensive advising of undeclared majors in CAAT will help with both of these problems, there is a fundamental problem of students being woefully ignorant of career options. To address the issue of better career track information, students need to be informed early about career goals and the paths to these career goals through available programs and concentrations.

One way to ensure this would be to promote more program-specific recruitment. Another way would be to provide specific career goal information in written format. Faculty within individual programs, who have the professional expertise, alumni feedback, and contact with the world of employment, should help compose this information about possible career paths.

RECOMMENDATIONS

1. Develop program brochures which not only include information about curricular requirements but which also highlight career paths and potentials. Produce single one-paged typed sheets that further detail these career paths.

2. Include program-specific targets in recruitment efforts, e.g., specific faculty speakers at open houses, campus visits, etc. on a rotation basis through the recruitment cycle.

3. Incorporate career workshops as a part of recruitment events with faculty from specific programs discussing career options available from different areas of study.

4. Encourage department faculty to work more closely with the Admissions office staff and recruitment personnel in highlighting career options available via different majors and concentrations.

5. Invite high school and transfer students to special "classes" featuring a group of faculty representing specific programs.

E. OBJECTIVE

To increase enrollments that maintain the ethnic and cultural diversity mandated by the mission while promoting intercultural interactions and appreciation.

RATIONALE

A central part of the mission of higher education is to promote human dignity and the formation of values which cut across all cultural backgrounds and life perspectives. One avenue to achieve this goal is to recognize the diversity of the student constituents which comprise the institution and, through the creation of specially-designed programs and interventions, to develop a campus-wide plan aimed at elevating the cultural awareness levels of all members of the student body. As Old Westbury leads the way in the SUNY system with its unique demographic composition, it has a responsibility to provide programming that embraces the cultures of the community and that promotes opportunities for personal enrichment.

RECOMMENDATIONS

1. Design an entire series of cultural/ethnic programs through the Office of Student Activities in conjunction with the Student Government Association and faculty (such activities may include international festivals, lectures, workshops, concerts, etc.). Use these for recruitment purposes also.

2. Provide outreach services and specialized programming for international students through the Office of Student Activities in conjunction with the SGA, faculty and the foreign student advisor.

3. Form an intercultural appreciation subcommittee to develop and implement programs in the residence halls through the Inter-Residence Council (the naming of residence halls will also enhance and encourage a multicultural milieu).

4. Promote more cultural diversity in established student activities, such as greater variance in musical selections on the campus radio station and by identifying additional forms of entertainment at campus parties and at the Rathskeller.

5. Identify a facility, staffed by students, to serve as a "multicultural center" or lounge, where students may gather for informal discussions, view films and share magazines on each others' cultures, and conduct some of the special programs mentioned above.

F. OBJECTIVE

To increase out-of-area recruitment.

RATIONALE

Currently, the College's recruitment program covers visits to Nassau, Suffolk, New York City, and lower Westchester. In an effort to continue the College's diversity and to maintain a healthy pluralism on the campus, it will be necessary to extend recruitment to up-state and out-of-state areas. This recruitment should also assist in efforts to redistribute the ethnic diversity of commuter and residential student populations.

RECOMMENDATIONS

1. Hire two or three part-time recruiters to perform ten local recruitment assignments at $50 each. This will free full-time counselors for out-of-area recruitment.

2. Recruit upstate in areas such as Buffalo and Rochester.

3. Recruit out-of-state in areas such as Delaware and New Jersey.

4. Send copies of the Old Westbury video to select up-state and out-of-state high schools.

5. Ensure that promotional materials are available for recruitment activities.

6. Institute procedures whereby Admissions can obtain sufficient funds quickly enough to perform recruiting functions.

7. Establish a follow-up system to evaluate the effectiveness of recruitment activities.

8. Attempt to contact out-of-area alumni and enlist their support in recruitment efforts.

G. OBJECTIVE

To improve communications between the Admissions Office and prospective students.

RATIONALE

A critical contact, which often determines whether or not a student will proceed further, is the first telephone call. It is important that this experience be as positive and professional as possible. Yet, in the Old Westbury Admissions Office, the telephone system is antiquated and unreliable. Lines are lost, "buzz-out", and hang up when transfers are attempted. The answering machine is trustworthy only 50% of the time. Often, the receptionist must leave her desk to "transfer calls" by word-of-mouth because the intercom system does not work.

To serve prospective students who can not get to the College during working hours, the Admissions Office should stay open later in the evenings. Phone coverage should be provided until at least 6 p.m. Monday through Thursday. When the office is closed, a reliable answering system should be in place.

Communications to students should consist of a lead piece followed by a viewbook with an application packet and then a letter with a program booklet from the faculty. After this, a campus visit (open house, visit to a class, talk with a department faculty member) should begin the conversion process which hopefully leads to completion of the application and enrollment in the College.

As listed in the catalogue, requirements for majors are confusing even to professional staff members. A standardized one-page sheet which details the requirements for each major should be developed immediately and should be available as soon as any interest is expressed in a particular major.

RECOMMENDATIONS

1. Make student in-person and telephone inquiries top priority.

2. Install a modern telephone system in the Admissions Office which can answer calls with a hold/loop message when all lines are busy and can provide other required features.

3. Expand Admissions' office hours to 6 p.m. Monday - Thursday.

4. Provide an answering system which can record inquiries when the office is closed.

5. Have a one-page standardized sheet detailing major requirements available for each major.

II. PUBLIC RELATIONS/PUBLICATIONS

A. OBJECTIVE

To develop recruitment strategies that will focus on specific target prospects.

RATIONALE

Marketing strategies and publications oriented toward specific student prospect groups can be the most effective tools to reach individuals. Taking a leaf from the commercial advertising world, which breaks the general public into interest, need, and demographic segments, Old Westbury should produce letters, introductory recruitment brochures, and follow-up materials for specific populations of prospective students.

For example, transfer students have needs and interests that are usually very clear by the time they consider transferring to another college. Therefore, our publications should be tailored to their perceived needs: include course equivalencies, credit hours, course descriptions, requirements and so forth.

RECOMMENDATIONS

1. Produce the Old Westbury video for Long Island junior and senior high schools and select up-state and out-of-state high schools (use foundation funds if necessary.)

2. Develop and publish separate "viewbooks" for: the 18-year-old, first-time-to-college market; transfer students; returning, older women and men (commuters); and part-time, career-oriented, evening students (commuters).

3. Develop stock (boilerplate) letters:
   a. Thank-you-for-your-interest letters as a companion to the separate viewbooks, each oriented toward the specific constituency.
   b. Follow-up letters, each tailored not only to the prospects but also to the academic program in which the prospect has indicated an interest.

4. Develop and publish brochures describing the College's academic programs, grouped by disciplinary areas.

5. Do direct mailings to high school seniors and juniors, enclosing the specifically tailored letter and the first-time-to-college viewbook.

6. Mail fall and summer class schedules to Long Island students attending out-of-town colleges.

7. Advertise early in two-year college newspapers.

8. Advertise, and produce items about students, in their communities for local weekly newspapers.

9. Include promotional material on residence halls in forwarding admission packets to applicants (especially critical in addressing the Spring shortfall in the residence halls).

10. Develop and publish booklets describing Old Westbury graduates, their careers and current lives. Include photos and quotations. Diversify the selection to include several faces from each of Old Westbury's many constituencies.

11. Create a companion piece to the alumni booklet, describing the success of Old Westbury's students, especially those who have conducted research, published findings, won fellowships and the like. Include students with achievements outside the classroom, in their private and community-based lives.

12. Develop the third piece of this trilogy: a booklet highlighting the accomplishments of our faculty and administrative/professional staff.

III. STUDENT RETENTION

A. OBJECTIVE

To improve student retention at Old Westbury by increasing student academic involvement and strengthening student services.

RATIONALE

There is no question that it is far less expensive to retain students than to recruit them. Of necessity, retention of students must begin even before admission. Pascaralla (1986) reports that a most salient influence on persistence and degree completion is the degree of person-environment fit. Other research has shown that the characteristics which initially attract students to a university are very similar to those characteristics that motivate them to stay.

Forrest (1982, p.42) found that, "An institution wishing to increase the percentage of full-time entering freshmen who return for the sophomore year should promote a campus-centered life for freshmen". Tinto (1975) showed that the higher the degree of integration of individuals into college systems, the greater will be their commitment to the specific institution and the goal of college completion. According to the ACT National Center for the Advancement of Educational Practices, a staying environment for students must provide the following:

a. Progress toward educational career goal
b. Academic success
c. Clear progam options
d. Available advising and support services
e. Feeling of belonging
f. Social integration
g. Personal involvement
h. Positive identity
i. High self-esteem.

Astin (1976) found that the less the student is involved in the academic experience, the less learning will occur and the greater the chance that the student will become dissatisfied and dropout. Panos and Astin identified more specific college characteristics associated with dropping out: limited opportunities for involvement with instructors and extra-curricular activities; provision of little or no structure; and apparent lack of concern about individuals' progress or conduct.

A critical determinant in enhancing the College's ability to retain its students through graduation is the overall quality of all student services with an emphasis on the residential life component. Collectively, these services impact on the student's sense of affiliation with the institution, which research has

shown to be influential in the retention (and success) of students.

While the recommendations below focus on the improvement and expansion of student services, it is also necessary to market these services carefully so that the targeted publics (and the College community) will have confidence in and an understanding of each retention effort.

RECOMMENDATIONS

1. Strengthen contacts between faculty and students in programs. Increase student involvement at the department level.

2. Encourage faculty involvement with student clubs. Reactivate the historical cooperation of faculty and students in their education and on committees.

3. Expand academic activities and programs outside as well as inside the classroom.

4. Design a retention plan for the College which can be systematically monitored and evaluated to yield on-going information on how each division in the College may best influence student success patterns and retention.

5. Expand student activities options beyond the discretely social focus to address better the holistic educational needs of more students (for examples: educational seminars, community outreach programs, career development workshops, etc.)

6. Initiate programming that more effectively involves commuter students and older adults.

7. Increase intramural activities.

8. Request funds for a student union from the SUNY construction fund.

IV. COUNSELING/ADVISING

A. OBJECTIVE

To improve the recruitment and retention of transfer students by promoting earlier advisement and registration.

RATIONALE

Astin (1975) reported that institutional transfer students are 10 to 15 percent less likely to complete their college degrees than are institutional persisters with similar attributes. He warned, "To attract and enroll the largest possible number of qualified transfers...the recipient institution has (a stake) in smoothing the (transfer). It is difficult to overestimate the importance of adequate guidance, record keeping, and communications in helping students to make the transition smoothly."

At Old Westbury, transfer students constitute a large majority of the students. Each fall approximately 700-800 new transfer students enroll at the College. Traditionally, most of these transfer students have registered late in August. One reason for this late registration has been the lack of systematic academic advisement for majors during the summer months.

To help push the entire enrollment process earlier, an organized system for advisement of transfer students should be instituted during the summer. This could be accomplished by paying a faculty representative from each area or by assigning department chairs (if new by-laws are adopted) a certain day each week to be on campus for advisement. New transfer students would make appointments for advising through the Admissions Office. When the advising appointment was completed and the advisor had signed an RPF form, students would proceed to the Registrar's office and register without waiting on any lines. This would make it possible to hold continuous registration throughout the summer.

RECOMMENDATIONS

1. Institute an organized system for advisement of transfer students during the summer so that at least one faculty member from each program/department is present a minimum of one day every week.

2. Hold walk-in registrations all summer for students who have been advised and have signed RPFs.

3. Assign each faculty member specific advisees, preferably in the same or a related discipline. Communicate advisors' names to all matriculated students early in the semester.

B. OBJECTIVE

To improve the recruitment of transfer students by providing more accessible academic advisement.

RATIONALE

Currently, transfer students are required to submit transcripts to the Office of Admissions before enrollment at Old Westbury. Based upon a cursory examination of these transcripts, admissions counselors offer advice to prospective transfer students. After completion of the admission process, the transcripts are sent to the Registrar's Office where the number of acceptable transfer credits is determined and recorded on the Old Westbury transcripts. At the present time, this official information (needed for advisement) is available to faculty advisors only through the hard copy transcripts found in the Registrar's Office.

Another problem caused by the above procedures is the duplication of efforts when the Admissions Office semi-evaluates transcripts and then the Registrar's Office officially evaluates them. Often, the information provided to students (about how many credits will be accepted in transfer) differs between the two offices. This is further complicated by the fact that many professionals at the College have difficulty interpreting requirements as listed in the catalogue.

To be of greatest assistance to students, official evaluations of transcripts should occur as part of the admissions process whenever possible. In order to do this, major requirements will have to be clearly stated and transfer credits equated through faculty input. Then, Admissions or Advisement counselors will need to be carefully trained in evaluating transcripts.

RECOMMENDATIONS

1. Immediately develop a standardized one-page (two-sided) sheet for each major which details requirements in a simplified format.

2. Have each department equate all courses from NCC, SCC, and Farmingdale's catalogues to Old Westbury's courses and general education requirements.

3. Train Admissions counselors and/or counselors from the Center for Academic Advising and Testing to do official transcript evaluations.

4. Have the Office of Academic Affairs supervise evaluation of transfer students.

C. OBJECTIVE

To increase, publicize, and consistently use standardized departmental course evaluations and to expand articulation agreements with two-year institutions.

RATIONALE

One of the first concerns of transfer students is whether the institution to which they wish to transfer offers their desired major. After receiving assurance of this, the next concern is often whether credits will be lost in transfer. Not infrequently, this tends to be very cloudy issue. Articulation agreements can clarify such arrangements and assure transferability. They can also be excellent recruiting tools for a college to be able to tell students that all their credits will transfer if certain courses are completed.

RECOMMENDATIONS

1. Establish a faculty committee to review, recommend, and institute articulation agreements.

2. Consider "reverse articulation" programs matching AS/AAS degrees with general education requirements.

3. Talk to transfer counselors regarding their students' desires concerning transfer programs.

4. Publicize articulation agreements.

5. Strengthen our articulation with graduate schools. Match our program offerings to area graduate programs.

6. Examine all Old Westbury programs and departments to see how they feed into Long Island graduate programs. Strengthen them for the future.

D. OBJECTIVE

To promote retention among first-time-to-college and lower-division transfer students though improved advising.

RATIONALE

According to Forrest (1982), "probably the single most important move an institution can make to increase student persistence to graduation is to ensure that students receive the guidance they need at the beginning of the journey through college to graduation. Other research has confirmed that the freshman year is the key to retention and it is here that money should be spent and services and curriculum "front-loaded".

Castillo's (1984) study of transfer policy isolated some specific problems that contribute to the diminishing transfer rate (especially of minority students): poor communication of transfer requirements to students, lack of information systems for counselors who advise transfer students, complex admissions and registration procedures, and lack of financial assistance.

As stated in the "Attrition/Retention Cohort Study, Fall 1987" study, first-time-to-college students are the least successful in completing their degree requirements. The next group, which is not very successful, is the lower-division, transfer students. At Old Westbury, these two groups have often "slipped through the cracks" in the advising process. The new Center for Academic Advising and Testing will target these groups in special ways to help reduce attrition.

Two other problems inhibit good advising. One is that some students lack an understanding of such rudimentary college vocabulary as credit, requirements, major, etc. Information for this population should contain a glossary. Another problem is that future course offerings are not available to advisers so that they can plan more than one semester and assure students that they will not have to drop-out or graduate late because sequential courses are not offered.

RECOMMENDATIONS

1. Use the Center for Academic Advisement and Testing (CAAT) to assign entering "at risk" students to select faculty (chosen from the trained groups of faculty working with undeclared majors) who would be particularly sensitive to their problems.

2. Have the Center for Academic Advising/Testing and the Academic Standing Committee help students on academic probation.

3. Ensure by procedures that students follow Academic Standing Committee recommendations on course load and working hours.

4. Establish evening hours for the Center for Academic Advising and Testing and communicate them to all students.

5. Have the Center for Academic Advising and Testing function as an information center for students.

6. Have the Office of Academic Affairs and the Center for Academic Advising and Testing develop a mid-term warning system. Target students with low SES, low high school performance, marginal academic ability, undecided major or career choice, and/or poor transcripts.

7. Strengthen the staff of tutoring centers. Advertise them and encourage faculty to refer students to the centers.

8. Include a glossary of collegiate terminology in information prepared for these populations.

9. Publicize whether courses will be offered in the spring, fall or both semesters and which year if not every year.

E. OBJECTIVE

To increase student satisfaction and enhance the College image by providing clarification and consistency of degree requirements, consistent advisement, timely notification of degree requirement deficiencies, and more quality time with the advisor.

RATIONALE

Since satisfied alumni and students spread the good publicity vital to enhancing enrollments, it is important that essential procedures for students be made as pleasant as possible. The Spring 1988 "Student Opinion Survey" reaffirmed the significance of word-of-mouth endorsement as a reason that students attend Old Westbury.

When students and alumni are asked about their negative college experiences, they often tell about the horrors of registrations. Not having a computerized degree audit at Old Westbury has resulted in student problems that should never exist. Students have been notified during their last semester and, even months after graduation, that they are deficient in degree requirements. In the past, notification has been given too late to permit registration for summer courses. This has reportedly caused some students to lose permanent jobs that required degrees.

Horror stories from students tell of degree requirements being changed after-the-fact or not being applied equally to all students. Degree requirements, as currently stated in the Old Westbury catalogue, are puzzling even to staff members. To compound this confusion, the newly accepted General Education program is so complex that it cannot be instituted for more than a small segment of the College without computerization.

Implementing a computerized degree audit will force course requirements to be listed in an easily understood format which will be consistent for all students. It will greatly improve academic advising by enabling faculty advisors to access the individual courses taken by students at other institutions. It will assist in tracking students in the fulfillment of their General Education requirements. By reducing the advising time for technical details, it should permit the quality time with advisers which research states is so important to retention.

RECOMMENDATIONS

1. Require every program to produce immediately a standardized one-page sheet detailing requirements for each major in a clear, easy-to-understand format. Include whether courses will be offered in the fall or spring and day or evening.

2. Reapply for Title III to acquire funds for implementing advising services and a computerized degree audit.

3. Institute a computerized degree audit as soon as possible.

4. Have each department begin now to equate courses from Nassau Community College, Suffolk Community College and Farmingdale to Old Westbury's courses.

5. Appoint a faculty coordinator to be responsible for the completion of this task by May.

6. Have the departments enumerate exactly which courses can be used to satisfy the general education requirements for each major.

7. Appoint a faculty coodinator to be responsible for the completion of this task by March.

V. FACULTY DEPARTMENTS

A. OBJECTIVE

To increase student enrollments in selected programs.

RATIONALE

It is evident from enrollment figures and from the latest data obtained for the Fall 1988 that there are a disproportionate number of majors in Business and Teacher Education. The introduction of General Education may reverse this by sparking student interest in other areas to which they will be exposed. In the past, there have been only very limited efforts to recruit by academic programs. Yet, some programs have so few students that their existence could be threatened in an era of fiscal decline.

RECOMMENDATIONS

1. Establish enrollment targets for each program, including evening programs.

2. Involve faculty in student recruitment efforts (high school visits, college fairs, open houses, etc.)

3. Complete the effort to devise a system for capping the Business and Teacher Education Programs.

4. Improve the marketing of interdisciplinary programs (explain their philosophy) to make them more easily understood by prospective students, the college community and the external community.

5. Prepare a series of brochures by areas which will highlight programs. Use "majors", not "programs".

6. Ask programs to articulate three reasons (from the department or interdisciplinary perspective) why students should attend Old Westbury.

7. Increase and market inverted degree majors where two-year technical programs are followed by four-year general education programs as propounded by Boyer in his new book, Building Communities: A vision for a New Century.

8. Coordinate course offerings in all programs so that students can understand how to maximize timely progress through their two to four years to graduation.

B. OBJECTIVE

To increase enrollments by increasing the number of course offerings during the summer.

RATIONALE

Summer session has never been used properly as a marketing tool at Old Westbury. If it is to be used as a mechanism to induce students from other colleges to enroll at Old Westbury, classes must be sufficiently attractive that students to have a good experience. This means that payments should be competitive enough to entice our full-time faculty to teach during the summer. Traditionally, the number of full-time faculty who are willing to teach summer school has been consistently quite low.

There are several specific populations which could be tapped to increase enrollments in the summer: 1) college students living on Long Island but attending college elsewhere 2) high school students - if a second session were held after their school year ended 3) students entering Old Westbury in the fall who need rememdial coursework and 4) students who were out of sequence due to remedial requirements or spring entry.

RECOMMENDATIONS

1. Encourage Old Westbury faculty to teach summers.

2. Offer attractive and competitive salaries for teaching summer school courses.

3. Publish the schedule for summer school much earlier - before other college students are home for spring vacation.

4. When students from other colleges request or pick up the summer schedule, ask and record what course(s) they want.

5. Study the feasibility of two summer sessions - one that high school students can attend. Expand course offerings.

6. Conduct intensive remedial/developmental, non-credit course blocks in the summer so students can enroll in credit courses in the fall.

7. Hold an "Orientation to College" seminar during the summer.

8. Consider preprofessional, general education, and "catch-up" courses for students out of sequence.

9. Expand the summer science institute for secondary students. Establish high school summer institutes in other disciplines. Increase special programs in the summer.

C. OBJECTIVE

To consider instituting graduate programs, including the following, at the College at Old Westbury:

Master of Education,
Master of Science Education,
Master of Business Administration, and
Master of International Studies.

RATIONALE

The 1988 Report of the Presidential Commission on Academic Community Design indicates that the College at Old Westbury stands ready to initiate graduate programs within the next three years. The record of the faculty in support of scholarly activities such as teaching and research and in support of academic services and facilities such as research labs, the Library, and the Educational Technology Center (ETC) bodes well for the College to achieve the objective stated above. In addition to the available, internal resource of faculty, there is an external need in the local community which currently offers no Masters' Degree programs at a public institution in several fields.

In formulating this objective, several assumptions have been made vis-a-vis the impact of developing graduate programs on student enrollment. First, undergraduate enrollment and retention statistics will improve moderately over the next five years in program areas which are likely to be sources of graduate students for Old Westbury in the proposed programs. Currently, graduation rates by type of student are as follows:

Cohort	Graduation Rate
FTC	18%
LD Transfers	29%
UD Transfers	56%

A second assumption regarding graduate student enrollment is that regional competition among area institutions offering graduate programs will remain relatively constant vis-a-vis the types of program offerings and number of class spaces/graduate enrollments. At the same time, credence is given to the projections of Harcleroad and Ostar (1987) in Colleges and Universities for Change, i.e., the low cost of tuition will make proposed graduate offerings at the College at Old Westbury quite competitive. Thirdly, the potential graduate student pool will remain relatively constant over the next five years based on SUNY-wide regional institutional data.

In addition to the above assumptions, enrollment planning efforts at the graduate program level must also take into account other factors. Recruitment and advisement strategies, services and facilities, and communications and publicity all must be factored into the equations which will be developed to enroll, retain, and graduate students in the proposed graduate programs. Finally, remaining true to its mission and traditions, the College will give special attention to ensuring that students enrolled in graduate programs reflect the characteristics of the College of the Twenty-first Century.

RECOMMENDATIONS

1. Apply to SUNY and the State Education Department for a change in mission so Old Westbury can offer graduate degrees.

2. Complete the Academic Strategic Planning Process to identify specific graduate programs and their attendant implementation plans and time tables.

3. Consider the possibility of developing evening, weekend and intensive semester graduate curricula.

4. Develop the cadre of graduate student services needed for successful graduate matriculation.

5. Develop a graduate admissions and recruitment program which is sensitive to the mission and traditions of the College.

6. Market Long Island college students not attending the College at Old Westbury.

7. Publish viewbooks and program brochures on Old Westbury graduate program offerings.

8. Spotlight faculty and other college resources.

9. Identify and develop incentive strategies for achieving graduate enrollment targets.

10. Develop recruitment, admissions and advisement programs aimed at (graduate) international students including establishing feeder relationships with international colleges and universities.

11. Devise a student financial assistance program for graduate students.

D. OBJECTIVE

To institute Continuing Education Programs at the College at Old Westbury.

RATIONALE

With the submission of the report from the Presidential Commission on Academic Community Design, the need for the development of Continuing Education at the College at Old Westbury has been established. Continuing Education will provide the College with the opportunity to establish new student constituencies and important sources of much needed revenue in the process. Given the possibilities of lean budget years over the next several years, and given the proposed developments of the College in other areas, Continuing Education provides an opportunity to acquire resources which will be needed for other initiatives. Consideration will be given to the development of credit, non-credit, intensive summer, and intensive week-end programs as well as continuing education conferences.

The development of Continuing Education at the College at Old Westbury will depend in large measure on the enthusiasm and creativity of the faculty who will develop the curricula for Continuing Education offerings. The long-standing reputation of the faculty in devising intellectually sound, interdisciplinary courses will be counted on heavily. A system of incentives and rewards must be devised to support faculty involvement in Continuing Education.

The College enjoys an advantageous position vis-a-vis its status as a state-supported liberal arts college on Long Island. The large number of small to mid-sized companies in the outreach area will provide a potential market for continuing education offerings. This market is perceived to be quite adequate to ensure successful forays into the continuing education arena.

There appears to be a great need in the community for courses which do not meet the traditional credit course guidelines, including continuing education, C.E.U.s for professions, tailored contracts for business, specialized weekend, and other non-credit courses. Besides serving the needs of the community, these courses could be a good source of income for the College in times of fiscal exigency. They might possibly even be an enticement for credit students.

RECOMMENDATIONS

1. Include Continuing Education Program development, together with an implementation plan, in the Strategic Plan.

2. Develop policies and guidelines, consistent with SUNY Central

and State Education requirements, for conducting continuing education programs at the College at Old Westbury.

3. Determine community needs. Investigate professions requiring C.E.U.'s. Initiate corporate contacts.

4. Target marketing, recruitment and registration to community needs.

5. Develop a breadth of Continuing Education offerings including credit, non-credit, teleconferences, telecourses, weekend, certificate, etc.

6. If appropriate under SUNY policies, hold on-site courses for businesses and conduct certificate programs in the large social agencies.

7. Develop marketing materials which reflect the College's mission and traditions.

8. Spotlight faculty who will be delivering continuing education.

9. Develop physical facilities and amenities to support continuing education. Request construction funds for a a conference center with overnight accomodations.

10. Offer programs promoting the College's commitment to cultural diversity.

11. Publish bilingual continuing education marketing materials.

VI. ALUMNI AFFAIRS

OBJECTIVE

To use alumni to help accomplish the enrollment goals set by the President and the objectives stated in the Enrollment Plan.

RATIONALE

Old Westbury now has over 5,000 graduates. This invaluable resource has barely been tapped due to a shortage of staff and other resources. To augment staffing for the alumni office, the student graduation fee should be increased and the resulting monies used to pay half the salary of a full-time staff member. Paying graduation fees should automatically provide life-time membership in the alumni association unless a waiver is signed.

A primary task of any alumni office is to track alumni. To help in this essential task, computerization will be essential. A computerized alumni base should be established which ties to the current student data base. Updating of this base should be on-line and a priority activity of the alumni office.

RECOMMENDATIONS

1. Increase the Old Westbury graduation fee from $5 to $25. Use the $15,000 to pay for a full-time staff director for an Alumni office.

2. Make membership in the Alumni Association automatic with payment of the $25 fee unless a release is signed.

3. Have alumni work with career planning and job fairs.

4. Initiate an Alumni Admissions Corps to help with recruitment and open house.

5. Conduct an alumni survey. Ask which alumni would be willing to contribute time to career planning, job fairs, recruitment, open house, etc.

6. Tie an alumni data base into the current computerized student data base.

7. Institute tracking mechanisms to update addresses, employment etc. for alumni.

8. Investigate help from SUNY in establishing an Alumni Office.

VII. PLACEMENT

OBJECTIVE

To strengthen and expand career planning, development, and placement services as a way to promote the retention of Old Westbury students and to obtain good positions for graduates that will produce productive alumni.

RATIONALE

Students with uncertain career goals have been proven to be at risk for retention. In line with research which indicates that career development and placement services improve students' chances of academic success and therefore retention, a more comprehensive system of such services at Old Westbury is a logical extension of the institution's commitment to provide a holistic educational experience for its students.

The provision of placement services, as an outgrowth of the career planning process, enables students to match their interests with their abilities, to refine their informational base about various professions, to implement resume-writing and interview skills and to avail themselves of actual placement opportunities. Helping to place graduates in productive working positions is an important step to producing satisfied alumni who will be willing to help other graduates.

RECOMMENDATIONS

1. Bring students and career counseling together as soon as possible. Target the career needs of first-time-to-college and other entering students.

2. Assure that program brochures state to what careers individual majors can lead.

3. Offer more career planning modules in the Summer Program of the Educational Opportunity Program.

4. Provide career planning workshops as part of the New Student Orientation Program.

5. Develop and market two series of on-going career planning programs for all entering students during the academic year: one series for undecided majors and another series for students who have decided on majors.

6. Integrate and coordinate the above activities with those of faculty and staff in the Basic Education Program and the Center for Academic Advising and Testing.

7. Design and implement additional proactive programs for students aimed at improving their resume-writing and job interview skills.

8. Increase the number of recruitment visits to campus from prospective companies and graduate schools.

9. Systematize communication procedures to inform students about placement options.

10. Develop more effective strategies that market the availability of graduating seniors.

11. In collaboration with Academic Affairs, identify more internship and fellowship opportunities for upperclasspersons prior to the senior year.

VIII. HOUSING AND RESIDENTIAL LIFE

OBJECTIVE

To create a residence hall environment which supports retention, promotes an academic atmosphere, and encourages intercultural interactions.

RATIONALE

As was stated earlier, student services, and especially residential life, can enhance the College's ability to retain students through graduation. Residential life presents unique opportunities to increase students' sense of identification with the college, an important factor in their retention and success.

Ideally, residence halls should be living-learning centers which advance educational, cultural, and personal-social growth opportunities. Student perceptions of this ideal should be encouraged. Creating more effective programming in the residence halls will impact positively on the academic, educational, cultural, and developmental dimensions of student life.

RECOMMENDATIONS

1. Recruit to fill the residence halls in the spring.

2. Involve faculty and alumni in the sponsorship of workshops, seminars, and special events.

3. Organize freshman peer study groups for various academic areas, overseen by peer mentors with faculty members serving as resource persons.

4. Encourage sororities and fraternities to support an academic atmosphere.

5. Continue to improve the appearance of the residence halls.

6. Enforce strict residence rules.

7. Position one R.D. in each dorm.

8. Facilitate and complete the naming of residence halls. Activate other strategies which will increase a sense of belonging among residence students.

9. Utilize Residential Life staff members to provide information about residence halls as part of the admissions process.

10. Request funding for a new residence hall from the SUNY construction fund.

IX. FINANCIAL AID

OBJECTIVE

To make certain that all students who are eligible for financial aid (and wish to receive it) do obtain it.

RATIONALE

Self-reported data from the Student Opinion Survey administered in the Spring 1988 indicated that 39% of the student body at Old Westbury received financial aid. This was the second lowest of all the SUNY liberal arts colleges. In view of Old Westbury's historic role serving non-traditional students, this statistic is most surprising.

A review of federally submitted financial reports for 1986 showed that 44% of the students received financial aid. These findings indicate that the percent of the student body receiving financial aid is approximately half the traditionally accepted 80%. It is unclear whether this means that students who would like to receive financial aid are not receiving it, whether previous numbers were incorrect, or whether different reports define financial aid differently.

Research has shown that on-campus jobs are a proven retention strategy. In view of that, it is recommended that financial aid priorities be restructured so that students receive grants, work study and then loans instead of grants, loans and then work study.

RECOMMENDATIONS

1. Research financial aid recipients data further to explain past and present discrepancies.

2. Restructure financial aid priorities so that students receive grants, work study and then loans in that order.

3. Encourage closer working relationships between the Admissions and Financial Aid Offices to make the enrollment process as easy as possible for students.

4. Utilize staff in the Office of Financial Aid to provide information to prospective students at college fairs, special campus recruitment events, college nights, outreach to parents, open house, etc.

X. INSTITUTIONAL RESEARCH

OBJECTIVE

To produce institutional research which supports the goals of enrollment planning.

RATIONALE

The Office of Institutional Research and Planning has made great strides in accumulating and analyzing data important to enrollment management. The "Student Profiles" and "Graduate Profiles" studies provided useful demographic descriptions of Old Westbury students and graduates. The "Attrition/Retention Cohort Study" indicated where retention problems were at the College. The "Applications Analysis" showed how application, enrollment, and yield rate patterns of first-time-to-college students differed from transfer students. The "Student Opinion" study reported valuable information regarding student satisfaction with campus services and other marketing-related information.

Although data is available concerning the demographic characteristics of students who leave without completing degrees, there is no information about why these students leave Old Westbury. Similarly, there is demographic data concerning students who graduate but no current information on how Old Westbury graduates fare in the job market and at graduate school or on how they feel about their alma mater. In the future, it will be important to follow enrollment patterns by programs for prediction and planning purposes. More detailed information will be needed concerning geographic distribution, and attrition by class and student types.

RECOMMENDATIONS

1. Purchase computer software to enable enrollment projections by major.

2. Produce enrollment projections by programs based on the past three years' application/enrollment data.

3. Work with external consultants on a community image analysis.

4. Study attrition by class and ethnic/racial groupings.

5. Investigate the geographic distribution of student groups.

6. Produce a "Non-Returning Student Survey".

7. Produce an "Alumni Survey".

8. Produce an "Entering Student Survey".

XI. DEVELOPMENT

OBJECTIVE

To obtain resources, from sources other than the state operating budget, which could help support enrollment planning objectives.

RATIONALE

In an era of fiscal deterioration, enrollment management will be negatively affected. Many of the initiatives which should be taken for enrollment planning require resources that will not be available to the College. Even in the past, there have not been sufficient funds available to approach the materials published by other Long Island schools or to match the budgets assigned to their recruiting teams.

RECOMMENDATIONS

1. Institute academic achievement scholarships from the Old Westbury Foundation.

2. Initiate corporate contacts to help with activites listed in the Enrollment Plan.

3. Use Foundation funds for marketing activities such as view-books.

XII. ORIENTATION/REGISTRATION

OBJECTIVE

To use orientation as a tool for retention.

RATIONALE

Research of the literature emphasizes that orientation of entering students to the institutional community is a critical step in the development of desired persistence patterns. Most entering first-time students have the ability to meet academic expectations. Their failure to persist is more often a failure to adjust to the personal and social aspect of campus life.

Where there is a chasm between personal expectations and personal ability/motivation levels, there is a need for advising and counseling. Orientation programs should be developed on the basis of the concerns, needs, and frustrations brought by students to their new and challenging experience. Interventions may be necessary to help them develop the person-environment fit which Pascarella's (1986) work showed was so important.

The drop-out chances of students who transfer from public institutions in northeastern states are 15 percent higher than the national average. Tinto (1987) found that "...the sense of being out of place in one's surrounding...most often results in transfers to other institutions."

The value of summer orientation to undergraduate retention or persistence seems firmly established. Since bonding occurs more rapidly in smaller groups, several orientations would be preferable to a single massive one. Orientations should be given in the early summer for all new students (transfer and freshmen) who would stay in the residence halls. Sessions should be retention-based and include orientation to college living, where to go for help, financial aid, testing, advisement, registration, and academic assistance.

During the first semester, orientation should continue for first-time students in order to assure support as they confront academic, social, and personal problems once school has started.

RECOMMENDATIONS

1. Conduct a series of fall new student orientation programs (instead of holding one major orientation program) early in the summer using relatively small groups for all new students.

2. Coordinate orientation, testing, advisement, and registration.

3. Direct orientations to address student needs, concerns, and frustrations. Teach intervention strategies to students.

4. Design follow-up, mini-orientation programs during the Fall semester. Develop more effective orientation components that meet the specific needs of students representing "special interest" groups (commuters, international students, non-traditional age, returning women, disabled students, etc.)

5. Hold separate orientations for students over 25 years old.

6. Make certain orientation is minutely planned, fast moving, interesting to students, and contains in writing things students should know (especially how to get help and important dates.)

7. Ask faculty to consider establishing the "Invitation to Learning" orientation course (now offered on a limited pilot basis) as a required two-credit course for all first-time students.

8. Re-design Spring new student orientation programs to ensure a more integrated transition process among students matriculating at the mid-year.

9. Identify incentives for students to enroll earlier.

10. Explore the possibility of training college support staff from other offices to help at registration times.

11. When the budget situation has stabilized, include in the Course Schedule when courses will be offered, i.e., which semesters and whether day, evening or both.

12. Explore the possibility of mail registration for summer session.

APPENDICES

A. CHARGE TO THE ENROLLMENT PLANNING COMMITTEE

B. BIBLIOGRAPHY

Old Westbury

Office of the President
(516) 876-3160

TO: Enrollment Planning Committee

FROM: L. Eudora Pettigrew, President

DATE: May 23, 1988

SUBJ: Charge to Committee

The Enrollment Planning Committee at the College at Old Westbury has been established to serve as an advisory body to the President in matters pertaining to enrollment. Enrollment planning encompasses the coordination of all activities related to the recruitment of students, the maintenance of enrollments, and the successful achievement of students in fulfilling their academic objectives.

The Enrollment Planning Committee is charged with developing an overall enrollment master plan for the next two to three years which should include goals, strategies, and specific actions. Particular goals that should be addressed are:

* Increased enrollments:
  - Full-time, part-time
  - Residents, commuters
  - First-time-to-college, transfers
  - Evening, returning students
  - Up-state, out-of state
  - High school teachers
* Increased retention
* Graduate programs
* Feeder high schools
* Increased ethnic diversity:
  - Commuter students
  - Residential students
* Expanded summer activities:
  - Long Island students attending college elsewhere
  - Summer sessions accessible to high school students
  - Non-credit activities (e.g., Kids College, sports camps, senior citizens)
* Courses for business and industry
* January, weekend courses (e.g. language immersion)
* Incorporation of academic programs into enrollment plan
* Earlier enrollment of students

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APPENDIX B

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